

CHAPTER I INTRODUCTIONS

Through this chapter, the researcher presents the research background, research questions, research objectives, research significance, research scope and limitations, and definitions of key terms.

1.1 Research Background

Service Learning is a program held by colleges or universities to make students gain experience in the community. According to Baecher & Chung (2020), service learning is defined as a teaching method that combines community service with academic instruction and emphasizes critical reflective thinking. In addition, Chapman (2018) states that service learning is used as a teaching tool for students in various disciplines and programs at the university and college levels. Service-based learning encourages students to develop creativity by applying the knowledge and skills acquired in the classroom to solve various problems and challenges that exist in society. Students can first be given an understanding of the needs of the community, and then invited to recognize problems related to these needs. Therefore, students initially need to be given an understanding of the needs of the community, followed by the process of identifying problems that are relevant to these needs. Furthermore, students are expected to formulate effective solutions and collaborate with the community in an effort to solve these problems (Yusof, Ariffin, et al., 2020). Thus, this service learning approach can also be applied in one of the Introduction to School Field Programs (PLP).

As students majoring in education, they will take programs required by the university, one of which is the School Field Introduction Program (PLP). According to KEMENRISTEKDIKTI (2017), the Introduction to School Field (PLP) is a

course and stage in developing a teacher's professional degree, and students must obtain learning outcomes through observation. FKIP UMM through the Microteaching Laboratory (LMT) complies with national provisions in the implementation of academic education for the preparation of prospective teachers as stipulated in the National Teacher Education Standards (SNPG). The LMT unit has the main tasks and functions as an organizer of school field introduction activities (PLP), micro-learning practice (micoteaching) and field experience practice (PPL). Furthermore, the Introduction to School Field (PLP) under the Microteaching Laboratory (LMT) is divided into 2 stages including PLP I and PLP II.

PLP I is the first stage in the School Field Introduction program for prospective bachelor educators in semester 4 which is carried out online. The purpose of PLP I is intended to build the foundation of an educator's identity through extracting information about school administration and learning administration as well as developing learning tools which are carried out online (Nurwidodo et al., 2021) (Guidebook for Introduction to Schooling Fields (PLP I) FKIP University of Muhammadiyah Malang). Prior to the implementation of PLP I, students must meet the requirements for PLP I activities, namely, being active as a student of FKIP UMM, having filled out a study plan card and choosing PLP I online as one of the study plans, currently taking the Basic Education Course (MKDK) group, and having taken a minimum study load of 40 credits (Nurwidodo et al., 2021) (Guidebook for Introduction to Schooling Fields (PLP I) FKIP University of Muhammadiyah Malang). As part of the online PLP I activities,

information exploration related to school administration is carried out which includes: 1) school culture; 2) vision, mission, and goals of the school; 3) organizational structure and school governance; 4) rules and regulations; 5) curriculum and learning tools; 6) intracurricular activities or teaching and learning process (KBM); and 7) various co-curricular and extracurricular activities. In addition, this activity also includes the development of learning tools which include: 1) syllabus; 2) learning implementation plan (RPP); as well as teaching materials, learning media, and learning evaluation instruments.

Furthermore, PLP II is the second stage in the Introduction to Schooling Fields undergraduate educator program carried out in semester 6. According to Nurwidodo et al. (2022) in the Guidebook for Introduction to Schooling Fields (PLP II) FKIP University of Muhammadiyah Malang, explained that the purpose of PLP II activities is to prepare the initial abilities of prospective educators by directly experiencing teaching in certain fields in a limited time. PLP II is carried out offline where 6th semester students implement the learning outcomes of several courses through observing the learning process at school, practicing developing learning tools, and reflective actions under the guidance and supervision of supervisors and student teachers. Before PLP II activities are carried out, students have provisions that need to be prepared by PLP II participants, namely, having passed the micro teaching course, having passed the PLP I course, and fulfilling the administrative requirements set by FKIP UMM which include submitting a statement letter that has been signed by the student, proof of payment after programming PLP II and a student study card (KSM). Activities carried out in this PLP II include: 1) initial

observation; 2) students compile learning devices (RPP) which are equipped with attachments in the form of teaching materials, learner worksheets (LKPD), media, and evaluations; 3) develop learning devices into video-making scenarios; 4) carry out teaching practices and evaluate the process and results of learner learning online which are documented in the form of videos; and 5) evaluate the process of preparing needs analysis to implementation and reflection on the process that has been carried out, analyzing obstacles and solutions / follow-up plans (Nurwidodo et al., 2021) (Guidebook for Introduction to Schooling Fields (PLP I) FKIP University of Muhammadiyah Malang).

In the Introduction to Schooling Fields program, students can implement their learning outcomes into school activities accompanied by a supervisor. This program is in accordance with one of the missions of FKIP University of Muhammadiyah Malang, which is to carry out community service to create a smart, creative and prosperous society. One of the programs to realize this mission is PLP II. In addition, Irvianti et al. (2020) stated that the Introduction to School Field (PLP II) must be followed to improve students' ability to practice managing classes effectively through mastery of teaching skills. Therefore, students will contribute significantly to the PLP II program as service learning by supporting and participating in community empowerment activities and establishing productive cooperation.

In this study, PLP II was carried out at SMP Negeri 13 Malang in accordance with the assignment determined by FKIP UMM. Based on guidelines from Nurwidodo et al. (2022) in the PLP II Guidebook of FKIP

Muhammadiyah University of Malang, the UMM FKIP PLP management unit directs program participants to carry out this activity in partner schools that have been determined and have an MoU with FKIP UMM. In addition, related to licensing for the Introduction to School Field Program (PLP II) in partner schools, LMT is responsible for preparing Memorandum of Understanding (MoU) and cooperation agreement letters with the school (Sutama et al., 2023). With this, LMT can further coordinate with the school to properly support this PLP II activity.

However, students can face difficulties when working with the community due to different perspectives and understanding of problems that require a particular solution approach (Yusof, Ariffin, et al., 2020). Related to this, a study by Olagoke-Oladokun et al. (2021) entitled “Challenges of Implementing Service-Learning Pedagogy in Nigerian Public Universities” revealed various barriers experienced by service-learning participants in Nigerian public universities. Data were collected using a semi-structured approach. This research shows that limited knowledge of program implementation and lack of supervision are the main challenges. However, the research also offers concrete solutions to address the issues, providing useful insights to improve the quality of service-learning implementation.

Moreover, another study by Yusof, Ariffin et al. (2020) in a journal entitled “CHALLENGES OF SERVICE LEARNING PRACTICES: STUDENT AND FACULTY PERSPECTIVES FROM MALAYSIA” investigated the challenges they faced when participating in service learning. The research was conducted through group interviews with students. The study found that students encountered

challenges when implementing service learning in schools, including 1) there is a gap in understanding between theory and practice, this challenge is experienced by students based on their experiences when implementing service learning, for example, the lack of close connection with what has been learned in class and adjusting to classroom conditions. 2) Lack of cognitive autonomy, in this challenge students felt the inability to operate independently when doing service learning. The students stated that they were very dependent on the supervisor.

Based on an interview with one of the participants, the School Field Introduction is considered a useful program but also has its own challenges in implementation. These challenges include classroom management, anxiety, and the final report. On the other hand, by participating in the PLP II program, the researcher can interact with other students to work together and exchange ideas in solving the challenges that arise during the School Field Introduction (PLP II) program.

In this regard, there is no research that specifically discusses service learning in the PLP II program. In addition, researchers are interested in identifying students' challenges and solutions in implementing the PLP II program as service learning at SMP 13 Malang.

1.2 Research Problem

1. What are the challenges during the implementation of PLP II as service learning at SMP 13 Malang?
2. What are the solutions to solve the challenges in implementing PLP II as service learning at SMP 13 Malang?

1.3 Research Objective

Based on the research problem, this study aims to identify challenges and solutions in implementing PLP II as service learning at SMP 13 Malang.

1.4 Research Significance

The researcher hopes that the findings of this study can provide benefits for several parties:

1.4.1 For Teachers

The results of this study are expected to help teachers understand the obstacles faced by students in participating the PLP II program. Thus, teachers can provide more appropriate guidance to support students to overcome their difficulties.

1.4.2 For Students

This research is expected to provide insight to students regarding the challenges they face during the program. In addition, the results can help them find effective solutions to overcome these obstacles.

1.5 Scope Limitation

Based on this theory, the scope of the research is service learning and the limitation is PLP II at SMP 13 Malang.

1.6 Definition of Key Terms

1. Service Learning

Service-based learning is an educational method that integrates theory and practice, allowing students to apply the knowledge gained in the classroom to

contribute to their communities (Olagoke-Oladokun et al., 2021). This method also motivates students to innovate by utilizing academic skills in solving social problems and challenges that exist in their surrounding environment (Yusof, Ariffin, et al., 2020).

2. *The Introduction to School Fields (PLP II)*

The Introduction to School Field (PLP II) is one of the service programs in shaping the character of students to become prospective educators. In short, PLP II is a course and stage in developing a teacher profession degree, and students must obtain learning outcomes through observation (KEMENRISTEKDIKTI, 2017).

3. *Challenges and Solution*

- *Challenges*

Something that arouses the determination to improve the ability to solve problems or difficulties which is a stimulus to work harder and so on.

- *Solution*

A solution is resolving a problem so that solution is expected later.